



level appropriate texts where readers will be working on identifying the words they visually see have an E at the end. Kinesthetic learners will be engaged by recording their findings in their detective notepads.

**Differentiate Instruction (DI):**

This lesson could be adapted for students with visual impairments by having one student read the text while the students with visual impairments is listening and trying to identify those words that are using the silent E. Students with an auditory impairment would be able to just do the reading and identifying words with a silent E portion of the lesson. Early finishers could work on reading another text. Students who are struggling to read the text could read with a teacher or support staff and work on focusing their attention to finding those silent E words. Students will be paired up with all behavior and academic needs in mind prior to the lesson, ensuring that students that cannot work well together or students who are particularly strong in English Language Arts are put with an appropriate partner.

**Materials and Resources**

- The following books, duplicates of each:  
 A Robot Dog  
 Ashley and White Horse  
 Jacob is a Car  
 Bananas for Everyone  
 Nuts for Mike
- Classroom set of detective notepads
- Whiteboard/ whiteboard markers
- Pencils/ Erasers

**Lesson Activities:**

Teacher Activities	Student Activities	Time
<p><b>HOOK: The Magic E song</b>            Obtain students attention by calling out “1,2,3” and having the students respond “eyes on me”.</p>		2 mins
<p>Have students gather on the carpet. Explain to the class that today’s lesson is about the magic “e”.            Play the song “The Magic E Song” with the video.</p>	Gather at the carpet and listen quietly to the video	3 mins
<p><b>Introduction: What is the magic E?</b></p>		2 mins
<p>Explain what the magic E is and how, although it is silent, it changes the entire word to a new word.</p>	Listen to the new learning content	2 mins
<p>Demonstrate different words on the white board and how the “e” is not said but changes the word. (hate, mate, scare, mite, plane ethc.) Encourage questions.            “That silent “e” is sneaky and tricky! He bops the vowel on the head and makes it say its own name”</p>	Listen and observe the changes that the silent E can make to a word. Ask questions if they do not understand.	4 mins
<p><b>Body: Solving the case of the silent E</b></p>		

<p>Divide students into partners and hand out texts to each group of students (books/ texts are pre chosen books that contain words with silent “E” in them and level appropriate for that student) Instruct students to grab a worksheet from the front desk, one per student once they have received their text and then find a place in the classroom to read.</p> <p>Have students put on their detective hats and become silent E detectives.</p>	<p>Grab their materials and find a place in the classroom to begin reading.</p> <p>Read through the book with their partner, finding all of the silent E’s in the book and writing them down on their detective notepad.</p>	<p>10 mins</p>
<p><b>Closure: Sharing our results</b></p>		
<p>Call out “freeze and face” to get students undivided attention.</p>		
<p>Have students return their books to the pile and gather back at the carpet with their detective notepads</p>	<p>Return books to the pile and find a spot to sit at the carpet.</p>	<p>2 mins</p>
<p>Ask students to share some of the silent E words that they found in their books, add those to the white board of silent E words</p>	<p>Share their findings from their books with the class</p>	<p>5 mins</p>
<p>Have students hand in their notepads to the hand in bin at the front of the class and return to their desks</p>	<p>Hand in notepads and return to their desks</p>	<p>2 mins</p>

**Organizational Strategies:**

- Sayings such as “freeze and face” and “1,2,3, eyes on me” will be used to gather student’s attention
- Partners will be pre-chosen to facilitate the best working environment for all students
- Texts will be handed out by the teacher to each set of partners to ensure they have the correct text for their reading level
- Students will be allowed to sit wherever they chose with their partner as long as they are working well

**Proactive, Positive Classroom Learning Environment Strategies:**

- Students will be expected to work respectfully with their assigned partner
- At the beginning of the lesson the teacher will remind students of what a good listener looks like and will expect that students are showing their very best listening skills during the song and the discussion that follows
- Students who are not listening or are being disruptive will be asked to move spots to sit next to the teacher
- The teacher will thank students who are listening well and will reward them by letting those partner sets have their readings first

**Extensions:**

An extension to this lesson could be having the students create their own words with and without a silent E, using their preexisting knowledge to choose a word that makes sense in both ways. Examples could be Kite and Kit, Mat and Mate, Whit and White, etc. This could be expanded into a booklet project with pictures to go along with it.

**Reflections (if necessary, continue on separate sheet):**

Looking back on September, I feel like I've made huge progress in my lesson writing skills. Starting right out the gate, in the beginning of September, I wrote my first lesson plan with just the basic definition on each of the lesson writing sections. The hardest part in the beginning was understanding what went where, and which pieces meant what. I began to write my lesson plan based off of a lesson that I had watched my mom teach her grade one class. It took many hours of research and confusion, with a couple phone calls to educators I know, to finally get some clarity on what I was doing. I started writing my lesson plan by filling out the activities, then I went to the sections I knew the most about and finally the ones I knew the least. It was difficult to understand the meaning of everything and why they were important. I struggled a lot with the difference between the core competencies "do and know". It was exciting, but a time consuming struggle, to produce my first lesson plan in the elementary education program. Let me tell you, I had no idea the process it took to create such a simple lesson!

Diving into my second lesson plan for EDTL, I have had a lot more practice lesson planning and it came much easier to me. In other courses I have had to complete a few different lessons, I also have gotten feedback from multiple instructors and my classmates. As a class, my instructors have spent quite a bit of time talking about the difference between some of the trickier concepts, such as UDL and DI. It has taken me a few lesson plans to understand what everything means, but instead of spending hours on a lesson plan for EDTL, I was able to spend much less time on all of the different sections, and more on finding a unique lesson plan. I have begun to become much more confident in my lesson planning. When I had a conversation with my fellow TC, she suggested that I add more details into my lesson plan, really covering all the movements of the class, in order to make sure there aren't any more unforeseen bumps in the road than naturally occur in a fully organized lesson. In this specific lesson I looked at some educational websites and resources to try to find a topic I could run with. This is when I was reminded of the magic E! I specifically remember my teacher teaching me about the magic E so well, with the use of cute little sayings. I decided to talk to her about it, which was easy considering she is my mom, and she helped me come up with how to share the concept of the magic E. I then went forth and made it into more of an interactive lesson, with the partner readings and detective logs. I think

throughout the semester every single one of my instructors helped me to feel prepared to create lesson plans, even by changing the way I address the students. I am excited to finish my last few lesson plans this semester and I can tell that by the time I am ready to have a class of my own, I will be able to confidently write and carryout super engaging lesson plans.